
(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district:

<u>38</u>	Elementary schools
<u>14</u>	Middle schools
<u>1</u>	Junior high schools (9 th grade center)
<u>5</u>	High schools
<u>2</u>	Other (Early Childhood Center, Career Center)
<u>60</u>	TOTAL

2. District Per Pupil Expenditure: \$6,424.00
 Average State Per Pupil Expenditure: \$ 8,916.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 - ☐ Urban or large central city
 - ☐ Suburban school with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural

4. 10 Number of years the principal has been in her/his position at this school.
N/A If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	53	38	91	8			
1	67	43	110	9			
2	54	48	102	10			
3	60	43	103	11			
4	52	47	99	12			
5	53	50	103	Other	12	2	14
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							622

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|-------------------------------|
| <u>82 %</u> | White |
| <u>3 %</u> | Black or African American |
| <u>8 %</u> | Hispanic or Latino |
| <u>6 %</u> | Asian/Pacific Islander |
| <u>0 %</u> | Alaskan Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 12%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	47
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	28
(3)	Total of all transferred students [sum of rows (1) and (2)]	75
(4)	Total number of students in the school as of October 1	608
(5)	Total transferred students in row (3) divided by total students in row (4)	123
(6)	Amount in row (5) multiplied by 100	12 %

8. Limited English Proficient students in the school: 3 %
19 Total Number Limited English Proficient
 Number of languages represented: 6
 Specify languages: Urdu, Indian, Chinese, Spanish, Finnish, and Korean

9. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 28

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 17 %
106 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>17</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>48</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>30</u>	<u>0</u>
Special resource teachers/specialists	<u>13</u>	<u>1</u>
Paraprofessionals	<u>14</u>	<u>1</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>61</u>	<u>2</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 21:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	98%	98%	98%	97%
Daily teacher attendance	96%	96%	95%	96%	96%
Teacher turnover rate	5%	17%	5%	5%	12%

PART III – SUMMARY

As students enter our school, they look up to see these words written on the arch in the entryway: “Donald Elementary- A Tradition of Excellence- Then, Now and Always.” It is a tradition that began with our namesake, Donald Academy, which had its humble beginning on September 1, 1877, when a small group of determined pioneers from Denton County in North Central Texas pooled the modest sum of \$192.50 to organize a school and initiate an educational mission aimed at preparing children for their futures. Donald Elementary in Flower Mound was built near the site of the original school just a few miles north of the Dallas - Fort Worth International airport. The school was dedicated in September 1989 in one of the fastest growing counties in the state. From the beginning, the Donald faculty has pursued its mission to provide a high quality education for all children with an excitement and unshakeable commitment that would make the founders of Donald Academy proud. Through an inspired partnership among dedicated educators, caring parents, and a supportive community, the school motto of “Success Starts Here” is made a reality each and every day at Donald.

This mission is the cornerstone of Donald’s philosophy and is extremely important to us. Twenty-five of our faculty and staff members, as well as many other district educators, have chosen to bring their children to Donald Elementary because of its rich tradition of excellence, its “Whatever it takes” attitude in helping every child reach their potential, and the tremendous involvement of the school community. Our Parents as Educational Partners group (PEP Squad) logged over 16,000 hours of volunteer service for the 2004-2005 school year, helping with everything from serving as a personal editor to a child publishing a leather bound book in our Dolphin Tales Publishing Company, to volunteering as a Cabin Leader for our fifth grade week-long environmental camp in the Davis Mountains in Oklahoma. The bonds between home and school are especially close at Donald, allowing our children to see how much parents and teachers value their educational success.

At Donald, our ten-year history of Exemplary ratings for our state assessment scores only tells part of the story of how we prepare children for their future. Our faculty and staff are highly trained professionals who use best practice teaching strategies, which help our students become critical thinkers and problem solvers. Donald is a centralized campus for some of our districts’ most severely challenged students. Our faculty goes the extra mile to assist all students with special challenges to reach their full potential. They offer tutoring before and after school many days a week, utilize specialized communication techniques for their nonverbal students, and spend many hours in close communication with parents regarding each child’s progress. Effective programs such as Reading Recovery, Multisensory Teaching Approach (MTA), Learning Enrichment Academic Program (LEAP) for our gifted and talented students, Communication classes for students with severe autism, and a wide variety of technology, including classroom mini-labs, contribute to the excellence at Donald.

Because at Donald we believe in educating the whole child to prepare them for their future, we embrace a “Character Counts” program. We also encourage participation in a wide variety of extracurricular activities, which allow students to explore areas of interest and learn team work. Leadership development culminates in fourth and fifth grade when students serve in Student Council, lead school service projects, help our youngest students with reading, and serve as our school’s ambassadors for events like our Grandparents Day and our VIP Recognition Brunch.

The crowning achievement of Donald Elementary is the continuing fulfillment of a dream that began on a fall day 128 years ago: the dream that a community can create and sustain a school that can provide all their children with the skills needed to make them productive and successful citizens. Indeed, “Success Starts Here,” at Donald Elementary.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Donald Elementary assesses students' progress utilizing the Texas Assessment of Knowledge and Skills (TAKS), a criterion-referenced test for grades 3-5 in the core areas of reading, writing, mathematics, and science. The state phased in the TAKS beginning in 2002-2003, increasing the passing standard for each of the last three years. Students who "Met Standard" at the first performance level, demonstrate a sufficient understanding of the knowledge and skills measured at their grade level. Students who receive "Commended Performance" score at a level considerably above the state passing standard. Commended scores represent a second level of achievement at or above 90%. Elementary schools are rated based on their test scores and attendance rates. Schools may be rated Exemplary, Recognized, Academically Acceptable, and Academically Unacceptable. Donald has earned an Exemplary Rating nine out of the last ten years. Gold Performance Acknowledgements are awarded to schools in tested areas if over 20% of the students receive commended scores. Donald received Gold Performance Acknowledgements in all five categories – Attendance, Reading/Language Arts, Mathematics, Writing and Science for the last two years. Currently at the elementary level, testing occurs in reading and math for grades 3 - 5, writing in grade 4 and science in grade 5. Scores are reported for all students and subpopulations.

Donald's academic performance over the last three years has been outstanding. In each of the three years that were reported, our students consistently scored above the state average with the number of students passing at/or above 92% in reading and at/or above 93% in math. A goal at Donald is to increase the percentage of students reaching Commended Performance status. This percentage has improved over the years to reach a noteworthy level of 40% in fourth grade reading to 74% in fifth grade math receiving Commended Performance status in 2005.

When a committee under the Individuals with Disabilities in Education Act decides that a Special Education student is unable to take the TAKS test, that student is required to take the State Developed Alternative Assessment II (SDAA II), or the Locally-Developed Alternative Assessment (LDAA). A large special education population is served at Donald; 17% of our student body is included in this subgroup. Each student's testing expectations are individually set at their Admission, Review and Dismissal (ARD) committee meeting. The Donald faculty utilizes all data, from both formal and informal assessments, to focus instructional efforts, which results in continuing student performance at the exemplary level.

In addition to being an Exemplary school with all five Gold Performance Acknowledgements, Donald has received several other notable recognitions. Donald Elementary was recognized for Comparable Improvement in Mathematics last year. Comparable Improvement (CI) is a measure that calculates how student performance on the TAKS mathematics and reading/English language arts tests has changed (or grown) from one year to the next, and compares the change to that of the 40 schools that are demographically most similar to the target school. Our school has also appeared in D Magazine's Top 100 Schools for the last two years, and has been named District Champion at the Lewisville Independent School District's University Interscholastic League Elementary Academic Meet for six out of the last eight years.

Further information on Donald's assessment results can be located at the Texas Performance Reporting website: <http://www.tea.state.us/perfreport/aeis/2005/index.html>. The TAKS aggregate Data System reports can be accessed on the Texas Student Assessment Division website at: <http://www.tea.state.tx.us/student.assessment/reporting/taksagg/yr0405/bycampus.html>.

2. Using Assessment Results

Donald faculty recognizes the importance of data analysis to address the needs of our community of learners. Beginning in the primary grades, emphasis is placed upon building a strong foundation in reading. To monitor student progress in grades K–2, the Texas Primary Reading Inventory (TPRI) is administered three times per year in first and second grade and twice per year in kindergarten. This test allows teachers to track an individual learner’s abilities in phonemic awareness, word recognition, comprehension, and fluency. In addition, our primary-aged students are regularly assessed with math benchmark tests to ensure the mastery of grade-appropriate Texas Essential Knowledge and Skills (TEKS). This data is used to identify students who would benefit from our school’s early intervention programs. Reading Recovery and Literacy Groups provide accelerated instruction for identified students in grades K-2. Additional programs, Accelerated Math Instruction (AMI) and Accelerated Reading Instruction (ARI), utilize parent volunteers in the classroom, while teachers work individually with students, tailoring their instruction of specific math or reading concepts that are identified by the testing data.

Student performance data is also utilized in intermediate grades 3-5. Students are assessed several times a year using benchmark tests in order to predict their readiness for the TAKS test. The TEKS allow us to coordinate direct instruction with preparedness for each grade level TAKS. Benchmark data is utilized to determine if specialized instruction is warranted in the form of tutoring groups, individualized instruction, and/or small group study. The use of benchmark and previous TAKS data allow the classroom teacher to accurately target objectives that require further attention in daily classroom instruction.

All instructional data is used during our Adopting Successful Supports and Interventions for Students and Teaching (ASSIST) meetings to determine the level of need and potential inclusion in our support programs. These programs include: Learning Center, Content Mastery, Multisensory Teaching Approach (MTA dyslexia program), Speech Therapy, or other special education services. All placements in special programs are based on the identified needs of students and are provided in their least restrictive environment. These measures are used to ensure the academic success of all students in our building.

3. Communicating Assessment Results

At Donald Elementary School, our student success is built by creating positive relationships between the school, home, and community. Key to these relationships is meaningful communication. Parents are provided with comprehensive, specific information regarding their child’s academic progress and the school’s academic goals. Our teachers begin each school year by opening their rooms to all students the day before classes start. This “Meet the Teacher” program allows parents and students to form a solid base of communication starting from the first day of the year. “Parent Night,” an informative meeting between parents and teachers, is held during the first week of school in all classrooms. This meeting strengthens the foundation of home/school communication. During the spring semester, we host a campus-wide “Open House,” during which students share examples of their work with their families. In addition, all classroom teachers send home weekly newsletters informing parents of upcoming events, lessons, activities, and homework. Our Monday Mail Dolphin Folders are sent home weekly with any home/school communication and graded student papers. A school-wide newsletter and calendar, “The Dolphin Chatter,” is sent home monthly. Our “Homework Hotline” is an online site easily accessed through our Donald home page that is updated weekly with information for parents and students regarding individual classroom homework assignments. Teachers conference with parents individually twice a year and are in frequent contact via email and telephone. Parents may access their child’s grades at any time through our online grade book. Report cards are sent home every six weeks in all grade levels. Each year, parents receive a School Report Card (SRC), based on the state’s Academic Excellence Indicator System (AEIS), and individual student TAKS performance results for their child. Frequent, meaningful methods of communication are very important to our continued student and school success.

4. Sharing Success

The faculty and staff at Donald Elementary are proud of the academic accomplishments of our students and enthusiastically find ways to share our success with other schools. Our principal sets the example by presenting to both the Potential Leadership Academy and the New Leadership Academy. These are year-long programs that provide professional development for aspiring and new administrators. She is also a certified trainer with Franklin Covey and has taught “The 7 Habits of Highly Effective People” and “What Matters Most” for district professional development workshops.

Our faculty searches for ways to extend their expertise beyond the walls of Donald Elementary and welcomes the opportunity to do so. Requests for visits by other school faculties are made to the principal and are scheduled at a mutually agreed time in order to maintain our dynamic learning environment. Many of our teachers have served as advocates for each of the core subject areas of reading, math, social studies, and science. These teachers meet with other professionals in the district to improve the content of the curriculum and to share academic strategies. Vertical teams meet across all grade levels (kindergarten through twelfth grade) to ensure the continuity of instruction with development of common vocabulary and sequencing of critical concepts. Our teachers meet with district curriculum supervisors to share ideas regarding innovative lesson plans in specific content areas. Donald faculty members have even been selected to develop new district curriculum in the areas of science and language arts. One of our teachers was a state Reading Academy Trainer for our Educational Service Center, Region XI professional development. Local universities consistently place student teachers under the guidance of Donald faculty. Additionally, the high school intern program allows students who are prospective teachers to spend time in Donald classrooms, working in small groups, under direct teacher supervision. Several members of our faculty have led district professional development training for courses such as the New Kindergarten and First Grade Teacher Orientation, as well as other opportunities.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

The Donald Elementary curriculum emphasizes a strong and broad foundation in reading, writing, math, science, and social studies. Its underpinning is the Texas Essential Knowledge and Skills (TEKS). The core curriculum is supplemented by exposure to the arts and physical activity and is reinforced through the regular use of technology. Our teachers' extensive professional collaboration and their commitment to recognizing individual student's needs are the primary means by which students remain actively engaged and interested in the curriculum.

The balanced literacy program at Donald is built on phonics, fluency, accuracy of the written word, and comprehension. Students master the basic "who, what, when, where, and why" questioning and proceed to more complex questioning such as, making inferences, summarizing, and applying information from text to draw accurate predictions.

Donald's math curriculum provides the impetus for building skills, such as problem solving, quantitative reasoning, patterns, relationships and algebraic thinking, measurement, spatial reasoning, probability, and improvement in the use of mathematical processes and tools.

Donald's science and social studies curriculums build on unifying themes and create concepts that link across the grade levels. This facilitates student understanding of the interconnected nature of our world and increases learner interest and curiosity.

The quality of Donald Elementary's academic curriculum is enhanced by its fine arts and physical education program. Here, the mind and body are stimulated through music composition, art appreciation, dramatic play, and physical conditioning. These programs are central to developing healthy, well-rounded, and successful students.

Cross-curricular coordination and collaboration are emphasized at Donald. Specifically, each year's curriculum builds upon the previous grade levels to solidify the foundation concepts in reading, writing, math, science, and social studies. Students continually make connections through cross-curricular activities, classroom discussions, individual and group presentations and/or projects, and field trips. Moreover, teachers collaborate with each other extensively to ensure that our curriculum and instruction are carefully aligned within and across the grade levels.

The integrated use of technology at Donald also engages students in the curriculum. For example, in the course of any week, students use computers for activities as diverse as researching, interpreting numerical data, and publishing articles or stories. This provides the simultaneous opportunity to improve students' technology skills while reinforcing the core curriculum.

The strength of Donald's curriculum is strongly rooted in the quality of our teachers. They transform the mandatory curriculum into lessons and experiences that are interesting, meaningful, and memorable. A primary way they create an engaging classroom experience is by tailoring instruction to each student's needs -- whether a child needs more complex assignments or slightly modified objectives to remain engaged and appropriately challenged. Teachers identify and respect individual needs, strengths, and weaknesses. Other activities used by our teachers to fully engage students include the use of hands-on manipulatives (from math Unifix cubes to microscopes), the study of authentic literature of various genres, guest presentations, and field trips, which provide real-world exposure to core curriculum concepts.

2a. Reading Program

“When teachers, librarians, and parents concentrate on plans to foster a love of reading in each child, communities become caring, literate places to live.”- Charlotte Huck.

The goals of our reading program are to ensure that our students are independent learners, love reading, and, read to learn. To this end, staff incorporates the Texas Reading Initiative and the research-based “balanced literacy” of Fountas and Pinnell into our reading program in all grades. Specifically, our approach to literacy focuses on four types of reading, with corresponding support. They include read alouds, shared reading, guided reading, and independent reading. Additionally, teachers use reading workshops to teach word studies, phonics, modeled thinking, modeled reading, and “buddy reading” for students at different grade levels.

To develop independent readers, teachers incorporate reading into every aspect of the school day in all subject matters. To ensure that students progress from learning to read to reading to learn, teachers expose students to authentic literature, spanning the genres, such as biographies, fairytales, and historical fiction. For example, third graders research historical figures using books and the Internet and then create PowerPoint presentations, business cards, and brochures relating to their subject. Fourth graders study our diverse state of Texas with literature, interviews, and technology.

Another core element of our literacy program is our “Writer’s Workshop.” Through the “Writer’s Workshop,” students learn that writing is a process, not an isolated skill. Our students compose stories, fables, and auto-biographies and then edit drafts, which are ultimately published in Donald’s “Dolphin Tales.” We believe these diverse and regular reading experiences across the curriculum provide the foundation for individuals who love to read and who will read to learn throughout their lives.

3. Math Curriculum

To consistently demonstrate the central role math plays in everyday life, teachers integrate mathematical concepts and processes across content areas and in ways that register with students as part of life outside of the classroom. Our teachers demonstrate the importance of math in every day life by means such as calendars, budgets, a “Dolphin Dollars” reward system, and student-facilitated stores in economic units. For example, during the “Marketplace Unit,” students plan, create, market, and operate their own business. Students sell their products, with profits going to a charity of their choice. Last year, the third grade students donated more than \$1500 to the “Make a Wish Foundation.”

Students advance their mathematical problem solving by articulating their thought processes in math journals and logs. Other opportunities for students to think about mathematical concepts and processes outside of math class are evident in our math centers, computer programs centers, and labs. Our primary grades initiated “Camp Donald” at the end of the year. “Camp Donald” allows a student to integrate their problem solving skills with the science curriculum to observe, classify, and graph their discoveries. Students’ mathematical problem-solving skills increase in depth and complexity within and across grade levels.

The problem-solving process is based on research-based higher order thinking skills that include analysis, evaluation, and synthesis of information to interpret and analyze problems. Our teachers collaborate to ensure continuity and to minimize learning gaps. In this context, teachers are careful to use common mathematical terminology and problem-solving strategies across all grade levels to minimize confusion, ensure consistency, and to reinforce a solid foundation of math concepts.

4. Instructional Methods

The instructional strategies used at Donald Elementary are researched-based and integrate ideas of innovators such as Robert Marzano, Marilyn Burns, and Reggie Routman. Our instructional methods account for diverse learning styles and varied academic strengths. Teachers have high expectations for their students, as well as for each other. Our teachers believe in taking the time to learn and understand every child, and making sure that each child is given the tools to be successful and to advance in life.

Lesson plans are created and modified to meet the needs of each student by differentiating instruction, beginning in kindergarten. For example, kindergarteners work independently or in pairs at their own ability levels in literacy centers, based upon Smith and Diller's research with literacy work stations and work-board jobs. Teachers provide high-interest lessons with various genres of literature, hands-on experiments, and activities. In addition, field trips are carefully planned to allow opportunities for students to apply what they have learned and for going above and beyond teaching from the textbook. Teachers are diagnostic and prescriptive when administering and analyzing developmentally-appropriate assessments that accurately assess what the student has been taught. Every week teachers take the time to chart the progress of their students to ensure instruction is appropriate to the needs of each child.

Students are exposed to higher order questioning techniques from Bloom's taxonomy across all content areas to ensure a complete understanding of concepts. Students are engaged with various genres of literature through literature circles, author studies, cooperative grouping, and independent projects that allow students to showcase their specific talents. Technology is incorporated in all content areas and provides authentic opportunities to apply information.

Another way students can showcase their specific talents is by participating in the wide variety of extra curricular clubs offered by teachers and parents. Some of the clubs/teams include Destination Imagination, UIL Teams, Student Council, KKIDS Broadcasting Crew, Bits and Bytes, Junior Reporters, Choir, Donald Drummers, Fitness, and the Paint and Brush Gang.

5. Professional Development

Donald faculty chooses research-based professional development opportunities that directly impact student achievement. The Building Leadership Team, comprised of faculty and staff members, seven parents, two community representatives, and two business representatives, are responsible for the development of our Campus Improvement Plan, which includes all Professional Development initiatives based on campus-wide needs that are identified through assessment disaggregation. Administrators, through formative and summative conferences, recommend areas for individual professional development, based on teacher observation.

Our faculty members are passionate about learning and are truly lifelong learners in constant pursuit of improving their craft by learning best practices in education. Collectively, our faculty is actively pursuing advanced technology skills by attending courses in order to integrate technology and instructional methods into their classrooms. To meet the needs of our changing demographics, at least one teacher from each grade level is attending Sheltered Instruction Observational Protocol (SIOP) training this year. SIOP training provides teaching strategies and techniques in language arts instruction for our English language learners. Our faculty also pursues individual professional development, and small cadre book studies, as well as building-wide learning initiatives. District workshops are well-attended by Donald faculty.

Our teachers strive to enhance student learning while implementing best practices in every facet of education. We embrace every opportunity to grow as educators and to promote quality instruction in every classroom.

PART VII - ASSESSMENT

State Criterion-Referenced Tests

The data tables document Donald Elementary's performance on the Texas Assessment of Knowledge and Skills. Subgroups of less than 10 students are masked for confidentiality purposes. The tables will demonstrate how our campus team has worked to maintain our high passing scores and significantly increase the number of students achieving Commended Performance.

In accordance with the requirements of the federal No Child Left Behind Act, Texas' calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-03 school year and beyond to appear different from the data from previous years. In addition to the TAKS, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 reading scores and grade 5 reading and math scores are cumulative. Students are given three test administrations to facilitate promotion. By law, if students do not pass after these three test administrations, they are not promoted to the next grade.

Grades Tested: 3rd – 5th

Test: Texas Assessment of Knowledge and Skills (TAKS) 2003, 2004, 2005 published by the Texas Education Agency

What groups were excluded from testing? Why and how were they assessed?

Figures in the attached table reflect students participating in the TAKS. The State Developed Alternative Assessment II (SDAA II) and the Local Developed Assessment (LDAA) are excluded from these numbers; however, they were a part of the state assessment system.

Test Standards: Three standards are reported for the state assessments that are included in this table. TAKS student results are reported as *Did Not Meet the Standard* or *Met the Standard*. Students also can achieve *Commended Performance*.

Commended Performance: This category represents high academic achievement. Students in this category performed at a level that was considerably above the state passing standard. Students demonstrated a thorough understanding of the knowledge and skills measured at this grade.

Met the Standard: This category represents satisfactory academic achievement. Students in this category performed at a level that was at or somewhat above the state passing standard. Students demonstrated a sufficient understanding of the knowledge and skills measured at this grade.

Did Not Meet the Standard: This category represents unsatisfactory academic achievement. Students in this category performed at a level that was below the state passing standard. Students demonstrated an insufficient understanding of the knowledge and skills measured at this grade.

Test Data Tables
Grade 3 Reading (Language Arts or English)

Test: Texas Assessment of Knowledge of Skills

Edition/Publication Year: 2004-2005

Publisher: Texas Education Agency

	2004/2005	2003/2004	2002/2003
Testing Month	Feb/Mar	Feb/Mar	Feb/Mar

SCHOOL SCORES

% At or Above Met Standard	>99%	>99%	98%
% At Commended Performance	63%	47%	53%
Number of Students Tested	91	98	111
Percent of total students tested	97%	94%	94%
Number of students alternatively assessed	3	6	7
Percent of students alternatively assessed	3%	6%	6%

SUBGROUP SCORES*

1. White				
	% At or Above Met Standard	99%	99%	98%
	% At Commended Performance	67%	45%	56%
	Number of Students Tested	78	73	98

**No data reported for subgroups of fewer than ten students.*

Test Data Tables
Grade 3 Mathematics

Test: Texas Assessment of Knowledge of Skills

Edition/Publication Year: 2004-2005

Publisher: Texas Education Agency

	2004/2005	2003/2004	2002/2003
Testing Month	April	April	April

SCHOOL SCORES

% At or Above Met Standard	97%	93%	99%
% At Commended Performance	41%	42%	37%
Number of Students Tested	90	96	107
Percent of total students tested	96%	90%	94%
Number of students alternatively assessed	4	10	6
Percent of students alternatively assessed	4%	10%	6%

SUBGROUP SCORES*

1. White				
	% At or Above Met Standard	96%	95%	99%
	% At Commended Performance	43%	39%	39%
	Number of Students Tested	79	76	102

**No data reported for subgroups of fewer than ten students.*

Test Data Tables
Grade 4 Reading (Language Arts or English)

Test: Texas Assessment of Knowledge of Skills

Edition/Publication Year: 2004-2005

Publisher: Texas Education Agency

	2004/2005	2003/2004	2002/2003
Testing Month	April	April	April

SCHOOL SCORES

% At or Above Met Standard	92%	98%	99%
% At Commended Performance	40%	54%	43%
Number of Students Tested	95	109	110
Percent of total students tested	94%	94%	95%
Number of students alternatively assessed	6	6	5
Percent of students alternatively assessed	6%	6%	5%

SUBGROUP SCORES*

1. White				
	% At or Above Met Standard	91%	97%	99%
	% At Commended Performance	36%	55%	41%
	Number of Students Tested	76	103	101

**No data reported for subgroups of fewer than ten students.*

Test Data Tables
Grade 4 Mathematics

Test: Texas Assessment of Knowledge of Skills

Edition/Publication Year: 2004-2005

Publisher: Texas Education Agency

	2004/2005	2003/2004	2002/2003
Testing Month	April	April	April

SCHOOL SCORES

% At or Above Met Standard	98%	100%	100%
% At Commended Performance	51%	53%	46%
Number of Students Tested	98	107	113
Percent of total students tested	94%	95%	95%
Number of students alternatively assessed	6	5	6
Percent of students alternatively assessed	6%	5%	5%

SUBGROUP SCORES*

1. White				
	% At or Above Met Standard	99%	100%	100%
	% At Commended Performance	49%	54%	44%
	Number of Students Tested	79	101	104

**No data reported for subgroups of fewer than ten students.*

Test Data Tables
Grade 5 Reading (Language Arts or English)

Test: Texas Assessment of Knowledge of Skills

Edition/Publication Year: 2004-2005

Publisher: Texas Education Agency

	2004/2005	2003/2004	2002/2003
Testing Month	Feb/Mar	Feb/Mar	Feb/Mar

SCHOOL SCORES

% At or Above Met Standard	>99%	97%	97%
% At Commended Performance	47%	57%	44%
Number of Students Tested	108	115	120
Percent of total students tested	94%	98%	93%
Number of students alternatively assessed	7	2	8
Percent of students alternatively assessed	6%	2%	7%

SUBGROUP SCORES*

1. White				
	% At or Above Met Standard	96%	98%	97%
	% At Commended Performance	47%	58%	56%
	Number of Students Tested	101	104	107

**No data reported for subgroups of fewer than ten students.*

Test Data Tables
Grade 5 Mathematics

Test: Texas Assessment of Knowledge of Skills

Edition/Publication Year: 2004-2005

Publisher: Texas Education Agency

	2004/2005	2003/2004	2002/2003
Testing Month	Mar/Apr	Mar/Apr	Mar/Apr

SCHOOL SCORES

% At or Above Met Standard	>99%	97%	98%
% At Commended Performance	74%	53%	43%
Number of Students Tested	107	117	121
Percent of total students tested	94%	97%	93%
Number of students alternatively assessed	6	4	9
Percent of students alternatively assessed	6%	3%	7%

SUBGROUP SCORES*

1. White				
	% At or Above Met Standard	100%	99%	98%
	% At Commended Performance	73%	53%	43%
	Number of Students Tested	100	106	108

**No data reported for subgroups of fewer than ten students.*